

LEA Accountability Based on Student Performance
2006 Adequate Yearly Progress Report (Based on 2005 Results)



Essex Junction ID

Filtered for N>10

Did not make AYP for the first time.

Did not meet requirements in Reading for students with disabilities.

Did not meet requirements in Mathematics for students with disabilities.

Met the Academic Indicator.

Met all Participation requirements.

Group	AYP Decisions				Academic Indicator			Participation	
	Reading Index (1)	Math Index (2)	Academic Indicator (3)	Participation (4)	Number (5)	Indicator (6)	LCB (7)	Total Students (8)	Percent Tested (9)
All Students	YES	YES	YES	YES	624	7%	5%	692	100%
No Free/Reduced Lunch (For Reporting Only)					522	5%	3%	568	100%
Free/Reduced Lunch	YES	YES		YES	102	17%	8%	124	100%
Without Disability (For Reporting Only)					595	5%	3%	644	100%
With Disability	NO	NO		YES	29	48%	26%	48	100%
African American	N<40	N<40		N<40	*	*	*	*	100%
American Indian/Alaskan Native	N<40	N<40		N<40					
Asian	N<40	N<40		N<40	*	3%	0%	*	100%
Hispanic or Latino	N<40	N<40		N<40	*	*	*	*	*
Native Hawaiian/Pacific Islander	N<40	N<40		N<40	*	*	*	*	*
White	YES	YES		YES	*	7%	5%	*	100%
Not English Language Learner (For Reporting Only)					602	7%	5%	666	100%
English Language Learner	N<40	N<40		N<40	22	0%	0%	26	100%

1-AYP decision for Reading. No decision is made for subgroups with less than 40 students in the one-year index.

2-AYP decision for Mathematics. No decision is made for subgroups with less than 40 students in the one-year index.

3-Accountability decision for the Academic Indicator. Schools must meet their Academic Indicator for all students. No decisions are made for subgroups.

4-Accountability decision for Participation. Schools must have a participation rate of 95% for any group in which there are 40 or more students in the testing cohort.

5-Number of students in the Academic Indicator.

6-Academic Indicator is the percentage of students in the lowest achievement level of the reading test.

7-Lower boundary of the Academic Indicator confidence interval. If a school's LCB is below 15%, the school meets its indicator.

8-Total number of students in Participation Rate calculation. This is the total number of students enrolled at the school during the testing window.

9-Percentage of students tested.

Thursday, August 3, 2006

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Reading Achievement Index					
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Met AYP (14)
All Students	403	642	451	390	YES
Not Free/Reduced Lunch (For Reporting Only)		530	466	389	
Free/Reduced Lunch	403	112	383	372	YES
Without Disability (For Reporting Only)		598	465	389	
With Disability	403	44	264	354	NO
African American	403	*	398	306	N<40
American Indian/Alaskan Native	403				N<40
Asian	403	*	472	345	N<40
Hispanic or Latino	403	*	*	*	N<40
Native Hawaiian/Pacific Islander	403	*	*	*	N<40
White	403	*	452	389	YES
Not English Language Learner (For Reporting Only)		619	452	390	
English Language Learner	403	23	424	336	N<40

Mathematics Achievement Index					
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Met AYP (14)
All Students	390	641	450	377	YES
Not Free/Reduced Lunch (For Reporting Only)		529	464	376	
Free/Reduced Lunch	390	112	385	359	YES
Without Disability (For Reporting Only)		597	466	376	
With Disability	390	44	230	341	NO
African American	390	*	341	293	N<40
American Indian/Alaskan Native	390				N<40
Asian	390	*	456	332	N<40
Hispanic or Latino	390	*	*	*	N<40
Native Hawaiian/Pacific Islander	390	*	*	*	N<40
White	390	*	454	376	YES
Not English Language Learner (For Reporting Only)		618	453	377	
English Language Learner	390	23	386	322	N<40

10-Annual Measureable Objective (AMO): the target that schools are expected to meet in order to make the progress necessary to achieve the goal of an index of 500 by the year 2014.

11-Number of students included in index.

12-Reading index includes NECAP reading results and math includes NECAP math results.

13-Lower Confidence Boundary of the AMO confidence interval; if a school's index is on the LCB or higher, the school meets AYP on its index.

14-No AYP decisions are made for subgroups with N<40.

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